

**Portland State University Graduate School of Education**

*"Preparing Professionals to Meet our Diverse Community's Lifelong Educational Needs"*

**ED 630 Principle and Practices of Learning**

Fall 2012

Course Title: Principles and Practices of Learning

Course Number: ED 630-001 (CRN: 14892)

Instructors: Swapna Mukhopadhyay

Office: ED 602G

Phone: 503-725-8495

Office Hours: Tuesday 15:00-17:00

Wednesday 13:00-15:00

e-mail: swapna@pdx.edu

Credits: 4

Class Meetings: Wednesday 18:00-21:20, 09/24-12/08

Location: ED 308

***If you require accommodations (e.g., special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY at 725-6504; also drc@pdx.edu) to document their need for accommodations and obtain support services. I will work with you to arrange the support you need in this class.***

**Course Description**

The study of theories of learning in a variety of educational contexts: classrooms, counseling, and non-school settings. Study of the narratives of teaching and learning to analyze the enactment of theory and to examine the variety of ways to research learning. Prerequisite: Doctoral admission.

**Course Overview and Rationale**

"Learning without thought is labor lost; thought without learning is perilous."

- Confucius (551 BC-479 BC)

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

— Paulo Freire, (1921-1997)

"It is very nearly impossible to become an educated person in a country so distrustful of the independent mind."

— James Baldwin (1924-1987)

An understanding of learning theory is essential to effective leadership in any setting. Thus, this course provides participants opportunities to critically examine a variety of learning theories/perspectives oriented toward adults and children that are embedded in a variety of practical educational contexts. We will use several lenses for looking at learning theory and practice—including conceptual, metaphorical, historical, epistemological, and moral/ethical lenses. Issues of diversity and equity both inform our analysis and lead to implications for practice and leadership.

By virtue of formal or informal roles in their professional settings, educational leaders are “teachers” and mentors, as well as learners themselves. So an understanding of how learning occurs and is facilitated can foster more effective leadership. “Teaching” is defined here broadly to mean “setting conditions for learning and development” and is not limited to practices occurring in classrooms for children and adults.

Four Essential Questions thus guide our work in this course:

1. What are significant perspectives on learning in the past 100 years? How do our views of learning change over time? How are they informed by views of knowledge?
2. How do these learning perspectives relate to issues of diversity and equity?
3. How do these learning perspectives relate to my own perspectives and experiences as a “learner,” “teacher,” and “leader?”
4. How do we research, think, and write about learning in practice?

### Learning Outcomes as related to GSE Conceptual Framework and Professional Standards

The learning outcomes addressed in this course are drawn from the NCATE guidelines for programs preparing educational leaders. These include the ability to articulate and apply:

- theory and research informing educational leadership as a field of study and practice
- ideas about the relationships between public education, democracy, and social justice
- an understanding of the relationships between theory, research, values, and practice

The course is also shaped and supported by the Graduate School of Education’s vision and goals:

<b>Vision - Preparing professionals to meet our diverse communities' lifelong educational needs</b>			
 <p><b>Diversity and inclusiveness</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p><b>Research-based practices and professional standards</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p><b>Impact on learning and development</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p><b>Evidence-informed decision making</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

### Learning Outcomes

Through involvement in this seminar and its concurrent out-of-class activities, educational leaders in the doctoral program will be able to:

- Describe and critique historical and epistemological foundations of learning perspectives, as well as present-day perspectives (such as various forms of constructivism) in the context of children's and adult's learning, and learning in special populations;
- Identify and explore underlying assumptions and metaphors in perspectives and practices of learning and teaching;

- Interrogate the relationship(s) between knowing, learning, educating, and how they interact in social and cultural contexts;
- Examine and critique purposes, perspectives, and practices of learning relative to matters of diversity, power relationships, and equity concerns;
- Conceptualize and analyze their own experience and perspective on learning and its relationship to key perspectives on learning;
- Frame, discuss, and critique scholarship in a specific area related to learning and practice in their own fields, using research studies and narratives of practice;
- Apply course-related learning to advocate for educational change processes.

### **Alignment of Course Outcomes, Standards, and Assignments Criteria**

Learning Outcomes	Conceptual Framework & Professional Standards	Related Assessments
Describe and critique historical and epistemological foundations of learning perspectives, as well as present-day perspectives (such as various forms of constructivism) in the context of children's and adults' learning, learning in special populations, counseling;	GSE: 2.1, 2.2 NCATE: Articulate and apply theory and research informing educational leadership as a field of study and practice	Class participation, Projects III and IV.
Identify and unpack underlying assumptions and metaphors in perspectives and practices of learning and teaching;	GSE: 2.1, 2.2 NCATE: Articulate and apply an understanding of theory and research informing educational leadership as a field of study and practice + the relationships between theory, research, values, and practice	Class participation, Projects I, II, III, and IV.
Interrogate the relationship(s) between knowing, learning, educating, and how they interact in social and cultural contexts;	GSE: 1.1, 1.2 NCATE: Articulate and apply ideas about the relationships between public education, democracy, and social justice	Class participation, Projects I, II, III, and IV.
Examine and critique purposes, perspectives, and practices of learning relative to matters of diversity, power relationships, and equity concerns;	GSE: 1.1, 1.2 NCATE: Articulate and apply ideas about the relationships between public education, democracy, and social justice	Class participation, Projects I, III, and IV.
Conceptualize and analyze their own experience and perspective on learning and the relationship to key perspectives on learning;	GSE: 3.1, 3.2 NCATE: Articulate and apply an understanding of the relationships between theory, research, values, and practice	Class participation, Projects II, and IV.

Frame, discuss, and critique scholarship in a specific area related to learning and practice in their own fields, using research studies and narratives of practice;	GSE: 1, 2, 3, 4 NCATE: Articulate and apply theory and research informing educational leadership as a field of study and practice + an understanding of the relationships between theory, research, values, and practice	Class participation, Project, II, III, and IV.
Apply course-related learning to advocate for educational change processes.	GSE: 3.1, 3.2, 4.1 NCATE: Articulate and apply an understanding of the relationships between theory, research, values, and practice	Class participation, Projects II, and IV.

### Required Readings and Resources

The success of this course will depend largely on your ability to read the readings I bring to class and how you supplement with you own. My goal is to provide you with a scaffolding structure that we then together will develop as a community. Instead of having a course binder, which is a collection of articles, I will provide you with a list of readings that you can access through the library system.

Please note: Other readings will be identified and added by the instructor or students, to be made available online or on reserve in the Metropolitan Instructional Support Laboratory (MISL) 3<sup>rd</sup> floor ED building. Other literature in an area of your choice will round out the readings.

In order to best design this course I need to know your style, you background and your prior experiences. So I am only assigning you to read the following readings for the next two weeks.

For reference, you will need

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

- A valuable resource is the *PSU Writing Center* <http://www.writingcenter.pdx.edu/>

Since we all need assistance with our writing projects to varying degree, there is a Writing Center in the campus where you can schedule an appointment for about an hour a week one-on-one assistance. While they do not edit or proofread for you, they help you in identifying writing related errors so that you learn to be an efficient proofreader yourself. If you are looking for an editor, they can provide you with a list of outside sources that you may contact for these services

### Tentative Class material (Reading, Audio- and Video-files) list

The course material is listed in the course design, which is tentative. I hope to add/subtract and supplement suggestions as per your individual and collective needs.

## Course Design

The following is a tentative plan, depending on emerging needs and guest presenters. Guiding questions, while primarily articulated in terms of the “what” and “how” of learning, will also embed matters of “why” and “who.”

Meeting #/ Date	Plans	Assignments
1 - 9/26	<p><i>Orienting Ourselves Toward Learning</i></p> <p>What do we mean by <i>learning</i>?</p> <p>Who are we as <i>learners</i>?</p> <ul style="list-style-type: none"> <li>• Activity 1: On learning</li> <li>• Activity 2: On learners</li> <li>• Ken Robinson Changing education paradigms <a href="http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html">http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html</a></li> <li>• Yong Zhao- Teach Children to Invent Jobs <a href="http://www.youtube.com/watch?v=NOXAJzqm2Rw">http://www.youtube.com/watch?v=NOXAJzqm2Rw</a></li> </ul>	<ul style="list-style-type: none"> <li>• Sign up for <i>Have you thought about this before?</i></li> </ul>
2 - 10/03	<p><i>Learning as an expansive concept</i></p> <p>How does one learn outside schools?</p> <ul style="list-style-type: none"> <li>• Resnick, L. B. (1987). Learning in school and out. <i>Educational Researcher</i>, 16 (9), 13-20.</li> <li>• Paulo Freire - An Incredible Conversation <a href="http://www.youtube.com/watch?v=aFWjnkFypFA">http://www.youtube.com/watch?v=aFWjnkFypFA</a></li> <li>• Freire, P. (1970). The Adult Literacy process as cultural action for freedom. <i>Harvard Educational Review</i>, 40(2), 205-225.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul>
3 - 10/10	<p><i>Exploring identities</i></p> <ul style="list-style-type: none"> <li>• Sfard, A. &amp; Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning. <i>Educational Researcher</i>, 34(4), 14-21.</li> <li>• Juzwik, M. (2006). Situating narrative-minded research: A commentary on Anna Sfard and Anna Prusak's "Telling Identities". <i>Educational Researcher</i>, 35(9), 13-21.</li> <li>• Sfard, A. (2006). Telling ideas by the company they keep: A response to the critique by Mary Juzwik. <i>Educational Researcher</i>, 35(9), 22-27.</li> <li>• Gee, J. P. (2000). Identity as an analytic lens for research in education. <i>Review of Research in Education</i>, 25, 99-125. (OPTIONAL)</li> </ul> <p>Guest speaker: Professor Ramin Farahmandpur</p>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul> <p>DUE: Intention (see page 9 for details)</p>
4 - 10/17	<p><i>Exploring metaphors</i></p> <ul style="list-style-type: none"> <li>• Selections from <i>Metaphors we live by</i> – George Lakoff and Mark Johnson <a href="http://theliterarylink.com/metaphors.html">http://theliterarylink.com/metaphors.html</a></li> <li>• George Lakoff. <i>Idea Framing, Metaphors, and Your Brain</i>. <a href="http://www.youtube.com/watch?v=S_CWBjyIERY">http://www.youtube.com/watch?v=S_CWBjyIERY</a></li> <li>• Lakoff, G. (1992). The contemporary theory of metaphor. (To Appear) In A. Ortony (Ed.) <i>Metaphor and Thought</i> (2nd edition). Cambridge: Cambridge University Press. (OPTIONAL)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. <i>Educational Researcher</i>, 27(2), 4-13.</li> <li>• George Lakoff. <a href="http://georgelakoff.com/">http://georgelakoff.com/</a> (OPTIONAL)</li> </ul>	
5 - 10/24	<p><i>Exploring experience in developing knowledge I</i>  <b>John Dewey, Behaviorism</b></p> <ul style="list-style-type: none"> <li>• Dewey, J. (1902). Child and the curriculum. Chicago: University of Chicago Press.  [Google eBook - Free]</li> <li>• Dewey, J. (1910). <i>How we think</i>. Boston: D. C. Heath &amp; Co.  [Google eBook - Free]</li> <li>Part I The Problem of Training Thought</li> <li>• Dewey, J. (1915). <i>School and society</i>. Chicago: University of Chicago Press.  [Google eBook - Free] OPTIONAL</li> <li>• Dewey, J. &amp; Small, A. W. (1897). My pedagogic creed. Chicago, New York: E. L. Kellogg &amp; Co.  [Google eBook - Free] OPTIONAL</li> <li>• Skinner, B. F. (2005). <i>Science and human behavior</i>. B. F. Skinner Foundation.  (Free download from  <a href="http://www.bfskinner.org/BFSkinner/Home.html">http://www.bfskinner.org/BFSkinner/Home.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul>
6 - 10/31	<p><i>Exploring experience in developing knowledge II</i></p> <ul style="list-style-type: none"> <li>• Bellini, S., Peters, J. K., Benner, L., &amp; Hopf, A. (2007). A meta-analysis of school-based social skills interventions for children with Autism Spectrum Disorders. <i>Remedial and Special Education</i>, 28 (3) 152-162.</li> <li>• Harris, K. R. &amp; Graham, S. (1994). Constructivism: Principles, paradigms, and integration. <i>The Journal of Special Education</i>, 28 (3), 233-247.</li> <li>• Mercer, C. D., Jordan, L &amp; Miller, S. P. (1994). Implications of constructivism for teaching math to students with moderate to mild Disabilities. <i>The Journal of Special Education</i>, 28 (3), 290-306.</li> <li>• Maag, J. W. &amp; Katsiyannis, A. (2010). Early intervention programs for children with behavior problems and at-risk for developing antisocial behaviors: Evidence- and research-based practices. <i>Remedial and Special Education</i>, 31 (6), 464-475. OPTIONAL</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul>
7 - 11/07	<p><i>Exploring experience in developing knowledge III</i>  <b>Piaget, constructivism</b> (WILL BE UPDATED)</p> <ul style="list-style-type: none"> <li>• Piaget on Piaget Part 1  <a href="http://www.youtube.com/watch?v=I1JWr4G8YLM&amp;feature=related">http://www.youtube.com/watch?v=I1JWr4G8YLM&amp;feature=related</a> (12 min)</li> <li>• Piaget on Piaget Part 2 (13 min)  <a href="http://www.youtube.com/watch?v=Qb4TPj1pxzQ&amp;feature=relmfu">http://www.youtube.com/watch?v=Qb4TPj1pxzQ&amp;feature=relmfu</a></li> <li>• Piaget on Piaget Part 3 (11.50 min)  <a href="http://www.youtube.com/watch?v=x9nSC_Xgabc&amp;feature=relmfu">http://www.youtube.com/watch?v=x9nSC_Xgabc&amp;feature=relmfu</a></li> <li>• Piaget on Piaget Part 4 (~ 4.5 min)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i>  DUE: Intro + Lit Review Project 4 (see page 9 for details)</li> </ul>

	<p><a href="http://www.youtube.com/watch?v=cVSAEHhOEZY&amp;feature=relmfu">http://www.youtube.com/watch?v=cVSAEHhOEZY&amp;feature=relmfu</a></p> <ul style="list-style-type: none"> <li>• Duckworth, E. (1964). Piaget rediscovered. <i>Journal of Research in Science Teaching</i>, 2, 172-175.</li> <li>• Fosnot, C. T. (2005). <i>Constructivism: Theory, perspective, and practice</i>. New York: Teachers College Press. EXCERPT at MISL</li> <li>• Piaget, J. (1964). Development and learning. <i>Journal for Research in Science Teaching</i>, 2, 176-186.</li> <li>• Piaget, J. (1962). <i>Plays, dreams and imitation in childhood</i>. New York: Norton. OPTIONAL</li> </ul>	
8 - 11/14	<p><i>Exploring experience in developing knowledge IV</i>  <b>Adult learning</b></p> <ul style="list-style-type: none"> <li>• Ernest, P. (1994/99). What is social constructivism in the psychology of mathematics education?  <a href="http://people.exeter.ac.uk/PErnest/pome12/article8.htm">http://people.exeter.ac.uk/PErnest/pome12/article8.htm</a></li> <li>• Fenwick, T. J. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives in cognition. <i>Adult Education Quarterly</i>, 50(4), 243-272.</li> <li>• Taylor, E. (2008). Transformative learning theory. <i>New Directions for Adult and Continuing Education</i>. 119, 5-15.</li> </ul>	DUE Reference List for peer review (see page 9 for details)
9 - 11/21	<p><i>Exploring experience in developing knowledge V</i>  <b>Vygotsky, Activity Theory, Situated Cognition</b></p> <ul style="list-style-type: none"> <li>• Bruner, J. (1984). Vygotsky's zone of proximal development: The hidden agenda. <i>New Directions for Child and Adolescent Development</i>, 1984 (23), 93-97.</li> <li>• Cole, M. (1985). The zone of proximal development: Where culture and cognition create each other. In J. Wertsch (Ed.) <i>Culture, communication, and cognition</i>, (pp.146-161). Cambridge: Cambridge University Press. (MISL)</li> <li>• Wertsch, J. V. (1984). The zone of proximal development: Some conceptual issues. <i>New Directions for Child and Adolescent Development</i>, 1984 (23), 7-18.</li> <li>• Veresov, N. (2004). Zone of proximal development (ZPD): the hidden dimension? In A. Ostern &amp; R. Heila-Ylikallio (Eds.), <i>Language as culture – tensions in time and space</i>, vol. 1, pp. 13-30. Vasa: ABO Akademi.</li> <li>• Vygotsky, L. S. (1966). Play and its role in mental development of the child. <i>Voprosy Psikhologii</i>, 12(6), 62-76.  <a href="http://www.eslov.se/download/18.1bd776c3136a58d5d74800018340/Vygotsky+Play++Its+Role+in+Mental+Development+of+the+Child.pdf">http://www.eslov.se/download/18.1bd776c3136a58d5d74800018340/Vygotsky+Play++Its+Role+in+Mental+Development+of+the+Child.pdf</a> (OPTIONAL)</li> <li>• Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological processes</i>. M. Cole, V. John-Steiner, S. Scribner, &amp; E. Souberman (Eds.). Chapter 6: <i>Interaction between learning and development</i>, pp.79-91. Chapter 7: <i>The role of play in development</i>, pp. 92-104. Cambridge, MA: Harvard University Press. (at MISL)</li> <li>• Vygotsky, L. S. (1966). Play and its role in mental</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i>  DUE Project II paper (page 8 for details)  DUE: Progress report Project IV (page 9 for details)</li> </ul>

	development of the child. <i>Voprosy Psikhologii</i> , 12(6), 62-76. <a href="http://www.eslov.se/download/18.1bd776c3136a58d5d74800018340/Vygotsky+Play++Its+Role+in+Mental+Development+of+the+Child.pdf">http://www.eslov.se/download/18.1bd776c3136a58d5d74800018340/Vygotsky+Play++Its+Role+in+Mental+Development+of+the+Child.pdf</a> (OPTIONAL)	
10 - 11/28	<i>Exploring experience in developing knowledge VI</i> <b>Situated cognition</b> (WILL BE UPDATED) In class presentation: Project II <ul style="list-style-type: none"> <li>• Blunden, A. (2010). <i>Jean Lave: What is Learning? and Why should we Care?</i> A lecture given by Jean Lave at the University of the Andes, Colombia, officially entitled "An Apprenticeship in Critical Ethnographic Practice" in May 2010. <a href="http://vimeo.com/28855105">http://vimeo.com/28855105</a></li> <li>• Lave (1996). Teaching, as learning, in practice. <i>Mind, Culture &amp; Activity</i>, 3(3), 149-164.</li> <li>• Matusov, E, &amp; Hayes, R. Sociocultural critique of Piaget and Vygotsky. <i>New Ideas in Psychology</i>, 18, 215-239.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i> DUE: Project II presentation (page 8) DUE: Project IV (page 9)</li> </ul>
11 - 12/05	<i>Exploring experience in developing knowledge VI</i> <b>Critical Theory</b> In class presentation: Project IV Debriefing and celebration of accomplishments	<ul style="list-style-type: none"> <li>• <i>Have you thought about this before?</i></li> </ul>

## Projects and Assignments

Below are the descriptions of the projects and assignments.

### 1. Project I *Have you thought about this before?*

5 points

The class will begin with your contribution - could be a quote, a photograph, a video-clip, a comic strip, etc as a provocateur. This will be a conversation starter. Your provocation as a mediational tool will launch an internal conversation. It will be an opportunity to find about other people's perspectives on formal and informal learning.

*Make sure you sign up for your turn to contribute on meeting 1.*

### 2. Project II: *Encountering learning*

30 points

This project is a way of capturing an autobiography of learning. To get personally involved with "learning", each of us will attempt to learn something new and meaningful this term. Find something that you are motivated to learn (not just because it is easy) and set a realistic goal of accomplishment by the end of November. Instead of relying solely on an internet and/or youtube video, you have to learn from a person who is experienced to be the teacher.

Keep an honest journal/log of your progress and thought processes. You might like to include the following aspects: motivation, context, role of the teacher, self as a learner vs. self as a teacher, the polar opposites excitement and frustration. Connect to your personal assumptions, beliefs and metaphors. Use your own experience to examine the theories of learning.

You will have two final products: (1) A reflective paper connecting your experience to the theories. (Following the APA style, word limit: 2000 words, including a list of references). Due Nov 21. (2) Prepare an oral presentation – (no more than 5 minutes of air-time). Bring your artifact . Due Nov 28.



### 3. Project III: *Response to Readings*

25 points

To maximize your participation as a beginning scholar, you will write a summary for assigned readings. For each reading, you will have a 300 word response, which will include a 200-word summary, followed by a 100-word commentary.

*I will collect five Response to Readings. Details TBA.*

### 4. Project IV: *Learning Perspectives in Practice: Literature Analysis and Critique* points

40

This learning task will provide you an opportunity to explore a *focused* area of interest and relate ideas encountered in the course. At the same time, you'll be able to forward your own interests and inquiries in your doctoral specialization and research. You will also be able to learn more about writing in an academic genre while developing your own "voice." Finally, your reading, analysis and critique will widen and deepen our learning community's understanding of issues of learning and practice in fields outside individual interests. This paper will serve as a starting point to your Core paper, which must be completed by the Fall 2013.

Product: A synthesis paper following APA style, plus a reference list (word limit: 3500 words)

*DUE on November 28.*

*\*PREPARE* an Oral presentation (five minutes) of Project IV on December 5.

Your paper should include five aspects, which should be treated in an integrated fashion.

A) Introduction – Open your paper with a 1) brief overview of your topic, 2) rationale for this topic, with its significance/importance, and 3) for purposes of this Literature Analysis and Critique, how have you studied the field. (about 250 words)

B) Background literature – Describe practice in the field you have read about by synthesizing and summarizing the literature you've read. For example, how is learning fostered (or not)? How are programs organized to encourage learning (or not)? Speak to themes and/or contradictions you see. Be sure to include *how other scholars have studied practice* in your field. *Be sure to acknowledge that you are speaking only about the literature you've read, rather than characterizing the complete field.* (about 1200 words)

C) Analysis of literature in relation to learning – *Compare* and *contrast* the explicit and/or implicit perspectives on learning reflected in the literature you've reviewed *in relation to* learning perspectives discussed in your readings, examining 1) metaphors and images, as well as 2) assumptions about knowledge and knowing (epistemological underpinnings), 3) assumptions about the nature of reality (ontological assumptions) and the nature of inherent roles and relationships in the learning perspective. In your analysis, be sure to draw directly upon your class readings, referencing them in support of your analysis. You may also provide evidence from your readings about learning perspectives that do not fit with the literature you've reviewed. (About 1200 words)

D) Critique -- First, what to you see as the strengths and limitations of the literature you read in terms of the a) kinds of assumptions, metaphors, and b) approaches to inquiry you noted? Second, assess the goals or purposes and practices in terms of issues of power -- who is benefited? How could learning practices affirm or more equitably benefit persons or groups not

in power, not well served, or historically disenfranchised? Why is this desirable (or not) in your view; that is, justify your perspective. (About 400 words)

E) Conclusion -- Provide a summary and conclusion. It may also include an argument that proposes a new perspective on learning for your field, demonstrating how this perspective is different from or fills gaps you've demonstrated in parts A, B, and C. (About 300 words)

You might like to consult the following links:

- [http://web.pdx.edu/~bertini/pdf/literature\\_review.pdf](http://web.pdx.edu/~bertini/pdf/literature_review.pdf)
- <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

¶ The following timeline might be a useful guide.

*October 10:* Please bring to class a copy of your "Intentions" for this learning task. Please help me to learn about (i) your focus area of practice/interest; (ii) the literature you plan to be reading; (iii) other matters you feel would be helpful to my understanding of your work on this task. Be as specific as possible, especially about the particular focus area, which you should identify and describe. If possible, list the articles, chapters, manuscripts, books, etc. you'll be reading and analyzing. (About 500 words plus initial reference list or reading ideas)

*November 7:* Please bring Introduction (part A) and Literature Review (part B) of your paper.

*November 14:* Please *share* a (relatively) final reference list *for peer review in terms of APA formatting*. If needed, you can add to this reference list for your final paper so that your final reference list reflects all the text materials you cite in your final paper. *This reference list should be organized in APA style*. If you are ready before this date, feel free to get your peer review completed.

*November 21:* Please bring an update or "progress report" on your activity toward the Analysis (part C) and Critique (part D) so far. *I will let you know by email by Sunday, November 25 if I find any major concerns in the direction you are taking; otherwise you can assume that you are continuing in an appropriate way.*

*Your paper in its final version is due on November 28. You will share your paper as a five-minute long oral presentation on December 5.*

Note:

- You are strongly encouraged to engage in the peer-review process as early as you can.
- I will return your paper, with my comments, by the end of December.

### **Professionalism**

You are expected to attend all class sessions, participate in class discussions, and exhibit a sincere interest in learning. Please make sure to attend all classes (unless it is a personal emergency) by coming in time and staying for the entire duration of the class. In case of an emergency or absence, please let the instructors know ahead of time. Also, turn your cell phones off and no texting is allowed during the class. Although cell phones are an integral part of our lives, a ringing phone or a response to a text could be disruptive. Your behavior needs to reflect a professional attitude, one that is eager to learn and helpful to others. You are also expected to read the text assignments and participate in the discussions.

## Grading and Evaluation

The grading in this doctoral course maybe more open than it was for your MA/MS classes. I will be approaching your work as a professional and giving you feedback as you would experience it in the academic world. I will strongly encourage you to consult with the PSU Writing Center – it is always preferable to have multiple readers for your papers. If you are unclear about class expectations, please talk to me.

The distribution of grades for this course is as follows:

- Class Participation: Full daily attendance, readings and other preparatory work completed for each class, in-class contributions in large and small groups. 20 points
- Project I Have you thought about this before? 5 points
- Project II: Encountering learning 30 points
- Project III: Response to Readings 25 points
- Project IV: Learning Perspectives in Practice: Literature Analysis and Critique 40 points

Letter grades and eligibility for “Incompletes” reflect PSU policy for all graduate students to be found in the *PSU Bulletin*, which notes in part:

94 % and above =A=Excellent; 90-93%= A-; 87–89% = B+;

83–86% = B=Satisfactory; 80-82% = B-;

67-70% = C=Below graduate standard; D&F=Failure

(The grade of “C” in a doctoral course is not acceptable for your Program of Study and will need to be retaken if it is to count toward your Ed.D. degree.)

*Late work* will be accepted up to one week late, at a lowered grade, unless in exceptional circumstances.

An *Incomplete* grade may be assigned in cases of hardship if

“1. Quality of work in the course up to that point is C level or above. 2. Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. 3. Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an “Incomplete” grade given to enable a student to do additional work to raise a deficient grade. 4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the I grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period dated from the date of official course load reduction” (2012-13 *PSU Bulletin*, p. 62; <http://www.pdx.edu/sites/www.pdx.edu.oaa/files/2011%20Bulletin.pdf>; retrieved Sept 24, 2012).

NOTE 2: The Student Conduct Code, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. Acts include, but are not limited to, 1) cheating in examinations and assignments; 2) plagiarism; 3) selling or offering to sell course assignment

materials; and 4) academic fraud. (Portland State University, Student Code of Conduct and Responsibility<sup>1</sup>, accessed Sept 20, 2012.)

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<sup>1</sup> <http://www.pdx.edu/dos/codeofconduct#GeneralPolicy>